

СЕКЦІЯ 1. ТРАНСФОРМАЦІЙНІ ПРОЦЕСИ В ОСВІТІ ТА НАУЦІ: ВИКЛИКИ НОВОЇ РЕАЛЬНОСТІ

TRANSFORMATIONAL PROCESSES IN EDUCATION AND SCIENCE

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Global transformations of the modern world in the direction of development of both economic and political, and cultural spaces change requirements to professional and civic characteristics of the person, actualizing an educational context. Modern challenges to the relentless impact of an unstable environment motivate countries around the world to implement radical changes in education. Transformations take place in the context of understanding such key issues as the need, on the one hand, to provide the economy and labor markets with highly skilled workers, and on the other - to build social harmony; interpenetration of cultures and strengthening of national identity [3].

Dzhurilo A. P., Glushko O. Z., Lokshina O. I. in [3] argues that the accumulated practical experience of the world's leading countries and theoretical developments of scientists on the nature, algorithm and impact of transformations are especially relevant in the movement of Ukraine to synchronize national education with the standards of leading countries abroad. Thus, in 2014, the Association Agreement between Ukraine and the European Union was signed. This finally consolidated the European vector of development of the Ukrainian state in all spheres, including education. In 2017, the Law of Ukraine "On Education" was adopted. The purpose of education, thus, is defined by comprehensive development of the person, its talents, intellectual, creative and physical abilities for maintenance of sustainable development of Ukraine and its European choice.

The term "transformation", derived from the Latin "transformatio", is interpreted by the modern dictionary of the Ukrainian language as a change, transformation of the form, shape, essential properties of something. From the standpoint of philosophy, in the process of transformation there is a combination of old and new forms. Thus, this definition is considered as a "significant structural redesign" of the system, which by regrouping its elements changes the organization, connections, inherent in the initial state of the system [3].

For several centuries, scientists in their work trying to find the most optimal and at the same time plausible models of development. At the same time, scientists and researchers take as a theoretical and methodological basis of research both formational and civilizational approaches, the alternate dominance of which varies depending not only on the prevailing scientific paradigm, but also on the political

situation. Accordingly, one of the most popular among modern scientists is the model of development of society, called the knowledge society (society based on knowledge). Thus, it can be noted that the formation of this approach leaves a huge number of questions, but it is within the scientific interdisciplinary discourse that answers can be found [1].

Thus, Melnichenko A. A. in [1] notes that scientific knowledge is the driving force of civilizational transformations, and free access to knowledge and their sharing contributes to the strengthening of open societies, the development of democratic processes and tolerant dialogue. The value of knowledge is growing in all spheres of life and in all social institutions of modern society [1].

Transformation of the structure of the modern economy on the basis of knowledge as a productive force forms the production basis and is the core for the characterization of developed modern society as a knowledge society. The system of economic relations characteristic of this type of society is called the knowledge economy. However, the knowledge economy is not in itself able to form the basis of the projected knowledge society. It does not fully reflect all dimensions of knowledge and is not limited to market exchange. The formation of a knowledge-based society requires a profound rethinking of the nature of social relations associated with the production and transfer of knowledge. In the knowledge society created on the basis of cardinal reorganization of classical schemes of production, distribution and application of knowledge, the primary role is given to higher educational establishments of research type and scientific establishments [2].

In the socio-professional structure of the knowledge society come to the fore agents of knowledge - cognitive workers (knowledge workers), which include: knowledge producers that generate new knowledge; knowledge users; organizers of use and work with knowledge.

Thus, it can be concluded that the intellectualization of society is the basis for this social development and the formation of a new socio-economic formation not only as an information society, but its highest stage - the knowledge society, because the latter brings new perspectives and opportunities to solve problems and ensuring further development.

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